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ABSTRACT

The actual performance and use of library technical assistants (LTSs) and the question of certification were the topics considered by the sixty participants at this meeting. Evidence of the existence and use of LTAs was given by Mrs. Elnora Portteus in her paper entitled: "The Role of Library Technical Assistants - Actual and Potential," in which she described the performance of LTAs in the Cleveland Public School system. Currently employed LTAs presented their views of their career in the second session. All described their jobs as supportive and all work in cooperation with and are responsible to librarians. The question of certification was discussed in the third session by Ronald W. Scull who explained procedures and possible difficulties of certification of LTAs. At the final session of the meeting, Ruth Hyatt presented a preliminary statement on job description of LTAs. The supportive role of LTAs in preparation and performance was stressed. At this meeting, improvement of preparation and utilization of LTAs took precedence over the debate about acceptance and identity problems. Participants agreed that the best defense of the worth of the LTA is quality performance in a truly supportive role. (Author/NH)

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THE COMING OF AGE OF LTAs

Proceedings of the
Fourth Annual Meeting

COUNCIL ON LIBRARY TECHNOLOGY

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June 4 - 6, 1970

Palm Beach, Florida

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P R E F A C E

The fourth annual meeting of the Council on Library Technology (COLT) met at Palm Beach Towers in Palm Beach, Florida June 4-6, 1970. The sixty participants considered the actual performance and use of library technical assistants and the question of certification. These topics are expressed in the title theme: The Coming of Age of LTAs.

Evidence of existence and use of LTAs was given in the first two sessions. Mrs. Elnora Portteus described the performance of LTAs in the Cleveland Public School system. She noted that LTAs can and do perform in supportive roles, that they do, in fact, relieve librarians for more professional work. She further noted that, rather than replacing professionals, LTAs can perform even more supportive tasks. Her paper is entitled "The Role of Library Technical Assistants - Actual and Potential."

Currently employed LTAs presented their views of their career in the second session. All of them described their jobs as supportive. All work in cooperation with and are responsible to librarians. Their recommendations for upgrading their training include more field work and more training in such tasks as filing and cataloging assistance. The LTAs were joined on the panel by an employer of LTAs and a coordinator of the LTA Program at Polk Junior College. LTAs Audrey Kipe, Bobby Belcher, and Joan Robb; employer Marion Neil; and LTA Program Coordinator DeLois Allen comprised the panel to discuss "LTAs - Themselves and Their Employers."

The question of certification was discussed in the third session by Ronald W. Scull of the Florida State Department of Education. Mr. Scull explained procedures and possible difficulties of certification of LTAs. He felt that qualifying standards of performance are more effective and satisfactory when set up by professional organizations than when set up by state departments of education.

At the final session of the meeting, Ruth Hyatt presented a preliminary statement on job description for LTAs. The supportive role of LTAs in preparation and performance was stressed. Reactions of COLT members was sought before adoption of the statement as official COLT policy.

In many ways, the fourth annual meeting of COLT was significant. At this meeting, improvement of preparation and utilization of LTAs took precedence over the debate about acceptance and identity problems. Attention was shifted from defensiveness to positive consideration of quality. LTAs themselves, for the first time, played an important role in the program. Participants in the meeting felt that the growth of the LTA in the library profession was beginning to root and develop.

Participants agreed that the best defense of the worth of the LTA is quality performance in a truly supportive role. By their works we shall know them and by their work library technical assistants are being respected by librarians. LTAs are coming of age.

The task of editing these proceedings could never have been accomplished without the support of many people. Gratitude is due especially to Mother Mary Innocenta Montay, CSSF, Provincial Superior of the Felician Sisters of Good Counsel Province and to Sister Mary Bonita Willow, CSSF, President-Dean of Felician College, Chicago, for their support, encouragement, and confidence in me. Also to my colleagues of Felician College and the members of my Felician Community whose constant interest is felt and appreciated deeply. The proding and help with transcribing of Noel R. Grego and Sister Mary Julianne Chudy, CSSF, accomplished more than they will ever know. Finally, the expectations and patience of the members of COLT have given me the energy I needed to complete the task. In this task, as in so many, it is true that the faith and trust of others is a strong force in getting a project completed. My thanks to all of you.

Sister Mary Chrysantha Rudnik, CSSF
Program Chairman
Vice-President, COLT

PROGRAM

THE COMING OF AGE OF LTAs
COLT Annual Conference - June 4 - 6, 1970
Palm Beach, Florida

THURSDAY, JUNE 4, 1970

1:00 p.m.-6:00 p.m.	Registration
5:30 p.m.-6:30 p.m.	Cocktail Hour
6:30 p.m.-8:30 p.m.	Dinner Meeting
7:00 p.m.	Opening of Conference
Presiding:	Mrs. DeLois Allen President, COLT
Remarks:	Dr. James O. Niswonger Dean of Instruction Polk Junior College
Theme:	Sister Mary Chrysantha Rudnik, CSSF Program Chairman Vice-President, COLT
8:00 p.m.	USE OF LTAs - ACTUAL AND POTENTIAL
Presiding:	Mrs. Rhua Heckert Ernst Immediate Past-President, COLT
Speaker:	Mrs. Elnora Portteus Directing Supervisor of School Libraries, Cleveland Public Schools

FRIDAY, JUNE 5, 1970

10:00 a.m. - 12:00 p.m. LTAs - THEMSELVES AND THEIR EMPLOYERS

Presiding: Sister Mary Chrysantha Rudnik, CSSF
Vice-President, COLT

Presentations:

American LTAs:
Mrs. Audrey Kipe
Polk Junior College
Winter Haven, Florida

Bobby Belcher
Polk County Library
Processing Center
Winter Haven, Florida

Canadian LTA:
Mrs. G. A. Robb
Library Technician
Welland County Board of Education
Niagara Falls, Ontario, Canada

Employer:
Marion Neil, Ph.D.
Polk Junior College
Winter Haven, Florida

LTA Program Coordinator:
Mrs. DeLois Allen
Polk Junior College
Winter Haven, Florida

12:30 p.m. - 2:00 p.m. Luncheon

SATURDAY, JUNE 6, 1970

10:00 a.m. - 11:00 a.m. CERTIFICATION

Presiding: Noel Grego
Research Chairman, COLT

Speaker: Ronald W. Scull
State Department of Education
Tallahassee, Florida

11:30 a.m. - 12:30 p.m. JOB DESCRIPTION - Committee Report

Presiding: Mrs. Dorothy Johnson
Secretary, COLT

Reporter: Ruth Hyatt

THE ROLE OF LIBRARY TECHNICAL ASSISTANTS - ACTUAL AND POTENTIAL

Elnora Portteus

Mrs. Elnora Portteus has a Bachelor of Science degree from the University of Wisconsin and a Master of Arts in Library Science from Kent State University. She is currently Directing Supervisor of School Libraries for Cleveland Public Schools. She is also on the advisory board for the LTA programs in the community colleges of Ohio.

Much dialog has taken place during the past few years concerning the library technical assistants and the development of a totally new program for their training. This dialog has become especially significant as plans are being formulated across the country to implement the Standards for School Media Programs in school libraries or media centers, as public libraries are seeking new patterns for cooperation and community involvement, as academic libraries are facing larger student enrollments, and as special libraries are becoming automated and specialized.

For many years educational leaders have held numerous lengthy discussions concerning the education and experience necessary for the professional media person, but little consideration has been given to the essential qualifications of the staff, including supporting personnel requisite to maintain and implement advanced media activities. We all know that quality education, quality learning, requires resources, facilities, equipment and staff.

> In a time when urban inner city schools are in turmoil [illegible] when the entire teaching-learning process in these schools is under complete metamorphosis, it would seem logical that instructional technology (and supportive technology), might be utilized in innovative and creative patterns and programs as never before.[1]

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[1]Roger L. Gordon, "Meeting the Challenge of Educational Technology," Educational Screen and Audiovisual Guide, 48 (December, 1969), 9.

Federal and state programs, as well as privately financed programs, are making an impact in cities throughout the country. Yet, preparation for the development of libraries and the media concept, for specialists and for supportive staff, and for the acceptance of the entire concept is still not meeting the needs. Various studies indicate that there are many more positions open in these areas than qualified persons to fill them.[2] I would venture to say that the situation is just as bleak in regard to the realization of the potential of media in many emerging community colleges and in their patterns of teaching and learning.

Staff Identification

Staff--our focus at this time--"is a team--it takes a team to put sound in their ears, books in their hands, a filmstrip in their view."[3] "To be or not to be is no longer the question...To have and have not is out of the question."[4] Current complex curricula in our modern media milieu require both the professional and the paraprofessional, some library deans notwithstanding!

The difference between professional and paraprofessional personnel may be characterized in this way: "(a) the range and depth of media competencies gained through experience, (b) the amount of formal education and (c) the qualification to teach."[5]

It is imperative that the various members of a library staff (heads of library or media centers, assistant librarians or media specialists,

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[2] Ibid., p. 9.

[3] Lewis Saks, "It Takes a Team," Audiovisual Instruction, 12 (February, 1967), 120.

[4] Sherwin G. Swartout, "Professional or Paraprofessional," Audiovisual Instruction, 12 (February, 1967), 126.

[5] Ibid., p. 131.

specialists in subject areas or audiovisual, library technical assistants, paid clerks or media aides, parent volunteers and student aides) understand each other's role. The head of the media center, the administrator, the person charged with the management responsibilities, must be "people-minded." He develops supportive staff (or back-up subordinates) who free him for planning, originating ideas, or as one writer says, for "a high level thrust."[6]

To say that many competent librarians or media specialists fear the library technical assistant is to state it mildly. Having attended meetings where the role of the library technical assistant was discussed I can assure you that this is a fear openly and freely stated. It is a fear which better communication could help to remove. This communication, at both levels, involves students in training, librarians on the job who will have a technical assistant added to the staff, and school or academic staff generally. It is a must, to me, if we are to develop the position of the library technical assistant.

Present Role

In a recent workshop concerning job descriptions for the library technical assistant the duties, as reported from the discussion groups, centered around two areas: Technical Services and Reader Services.[7]

The Technical Services involved the mechanical preparation of library materials, their physical make-up, upkeep, acquisition and circulation. The Reader Services involved information services work (of a directional or factual nature); use, maintenance and handling of multi-media materials; creating of audiovisual materials; and general assistance to the librarian or media specialist in various program activities. The

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[6]Mervel S. Lunn, "What Is a Successful Media Director?" Audiovisual Instruction, 12 (February, 1967), 141.

[7]Council on Library Technology, Eastern Region, Job Description and Salaries for Library Technicians; A Summary of Proceedings of the First Regional Workshop. Bethlehem, Pa., Dorothy T. Johnson, ed., 1970, p. 23.

personal requisites for the position are also set forth. These personal qualities should not be overlooked or underestemated because an individual's success on the job often hinges on them. I refer specifically to the ability to deal with the public, ability to function under stress, orientation toward a feeling of service and librarianship, awareness of his role, and the ability to exercise good judgment.

The recently published School Library Personnel Task Analysis Survey[8] (a report prepared in Phase I of the School Library Manpower Project, funded by the Knapp Foundation of North Carolina, and prepared by the Research Division of the National Education Association) identifies the tasks performed by school library personnel in unified service programs at the building level. The twelve categories of duties of library or media center staff were the following:

Development of educational program
Administration
Instruction
Special services to faculty and students
Selection
Acquisition
Production
Preparation of materials
Organization
Circulation
Maintenance
Clerical and secretarial tasks

These categories of duties were then analyzed according to various paid staff positions, including technician, both at the elementary and secondary school levels. In analyzing or discussing this report, or any others, it must be remembered that libraries are not yet using the library technical assistant in large numbers, nor have libraries been using them for a long period of time. Probably less than 10 per cent of the school libraries in this country are employing library technical assistants.

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[8]National Education Association, Research Division. School Library Personnel Task Analysis Survey. Special Report of the School Library Manpower Project, American Association of School Librarians, 1969.

In the development of the educational program the extent of participation by technicians was low in comparison to other staff members. The major responsibility in the educational aspect seemed to be in the development of new uses for materials and equipment. One could proceed through the list of twelve categories and point out specifics for each category as well as study the supporting tables. However, in summary of the data presented, I am suggesting some of the most significant responsibilities of the library technical assistant. Many of these are responsibilities not currently assumed by a library technical assistant, but are worthy of consideration. The list follows:

1. Training student aides.
2. Maintaining inventories.
3. Disciplining students, which we prefer to term student control.
4. Assisting in instruction in the use of materials, particularly at the elementary school level.
5. Orienting students to the media center, again at the elementary level or for students new to a school system.
6. Assisting students to develop competency in listening and viewing skills.
7. Conducting and participating in workshops for teachers in production techniques (a high 68 per cent of library technical assistants in elementary school libraries performed this task) and performing this same task for student groups involved in production of materials.
8. Providing instruction in the use of audiovisual equipment and materials.
9. Maintaining a file of teacher and student evaluations of films, filmstrips, recordings and other materials.
10. Assisting in developing a media center handbook for staff, including teachers, and students (31.3 per cent performed this task at the elementary level).
11. Planning, arranging, and implementing displays and exhibits (21.0 per cent performed this at the secondary level).
12. Selecting audiovisual equipment, including conferring with sales representatives to learn of new materials and equipment.
13. Unpacking and checking of new materials (including collating new books, especially in secondary schools, which may be a questionable service).
14. Posting receipt of periodical issues and determining missing issues and returning of materials sent in error.

15. Duplicating tape recordings (a high of 81.3 percent at the elementary level and 50.0 percent at the secondary level), lettering, duplicating, reproducing materials, photographing, developing special tapes, making of instructional models, puppets, etc.
16. Mounting or laminating pictures and clippings, transparencies, slides (68.8 percent of elementary and 60.7 percent of secondary technical assistants performed this service), spraying maps and pictures with plastic fixative and the general preparation of such materials.
17. Maintaining equipment inventories, shifting materials and adjusting location labels.
18. Placing materials on reserve and reserving equipment.
19. Locating requesting materials and informing users of availability or unavailability.
20. Scheduling use of materials and equipment.
21. Delivering and collecting materials and equipment.
22. Ordering and returning materials and equipment to the district materials center or other agency.
23. Charging, discharging, and renewing loans of materials and equipment.
24. Making minor repairs of audiovisual equipment or materials.
25. Inspecting print and nonprint materials for necessary repairs (performed in 50 per cent of the schools).
26. Inventorying of audiovisual equipment.

Surprisingly few library technical assistants have duties in the area of special services to faculty and students, such as media center visits (by classes, or by visitors from outside the school or library), planning of assembly or other programs, participation in book fairs, promoting the use of the professional library or in assisting teachers in locating bibliographic data. While the study shows this to be true, this has not been verified in our observations of library technical assistant's services or tasks.

QUESTIONS TO CONSIDER

The LTA's Potential

The School Library Manpower Study along with rather complete reporting in the few schools in which we now have library technical assistants as well as interviews with applicants for the positions would suggest that

those employing the library technical assistant and those engaged in training them need to study their present use. All of us need to ask several questions. First, is this the desired use; is it distinctive? Second, is the training which has been offered meeting the present assignment of responsibilities or tasks? Third, what is the most expedient method of orienting present professional media center or school or academic staff to the responsibilities and characteristics of the library technical assistant? Fourth, educators of professional librarians and of educational staff generally need to be involved for it is they who must prepare the professional staff to direct the activities or utilize the services of the technical assistant. We need to ask these educators what they expect of the technical assistant. Once these questions are seriously considered, plans can be made for further developing the potential of the technical assistant, for initiating a more sophisticated use of the technical assistant. I would propose to you who have graduated library technical assistants with the Associate degree that continuing education is needed. Workshops and institutes can build on the problems and challenges perceived by the technical assistant. For example, the technical assistant who lives in a disadvantaged neighborhood and who serves in schools or libraries in a neighborhood where there are many disadvantaged people might have special concerns which could be shared with others.

In this same realm are needs for inter-related workshops involving librarians or media specialists and library technical assistants. This could be a joint effort of two institutions such as a community college and a school of library science or an undergraduate program in library science, or audiovisual program within a college of education. This is an area worth serious consideration if one were to consider an institute aimed at strengthening the library technical assistant for the urban libraries, whatever kind. Remember that the highest percentage of school children in America come from the urban areas. Likewise in-service training after the library technical assistant is on the job might be a joint effort of school and community college in whatever way fits the in-service training patterns of the respective institutions.

Observations by my staff, both building level and supervisory level, lead me to the next suggestion that greater consideration be given to a practicum involving in-depth field experience. One of the librarians-in-charge in a large high school makes this strong recommendation: "A greater working knowledge of the classification system and the simple mechanics of cataloging, but particularly practical experience in the field while a student would have been beneficial."[9] Another indicated that a better working knowledge of the most frequently used reference sources is needed. The program for students and staff of any school library, or for that matter for the clientele of any kind of library, will determine the number of library technical assistants needed to support each professional staff member. The present Standards for School Media Programs indicate that at least one media technician be employed for each professional media specialist in schools of 2,000 or fewer students. (In a city like Cleveland with 150,000 students, this would mean 600 media specialists at an average salary of $8,500 or $5,100,000 plus 600 library technical assistants or media assistants, at a salary of $6,200 or $3,720,000.) There are others who suggest that ten to fifteen specialists, not all library technical assistants, may be required to support one well-qualified professional person. Again, it is the program which will determine the ratio. But it is the dollar sign which will, in reality, determine the number and use of the library technical assistants.

In Cleveland, as we foresee the future, we will have a developing program involving greater employment of the library technical assistant as we change our library emphasis to media with greater stress on independent study and individual assistance in developing skills and as we implement a restructured curriculum. The inception of a new aspect in staffing always brings with it questions and rumors. The success of the library technical assistant program requires continuing liaison at the supervisory level with the community colleges to improve the skills of technical assistants, but equally important is the need for enthusiasm

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[9]Mrs. Margaret Thum, Librarian-in-Charge, Jane Addams High School, Cleveland, Ohio.

and support from the individual staff members in schools and libraries where technical assistants are employed. The library technical assistant staff member is a challenge to the professional staff--a challenge to upgrade work, to improve each one's skills.

An Emerging Field

Potentially, there is no doubt that the library technical assistant will be in demand and that their skills will be refined in proportion. They do fill a unique place, distinctly different from the competent school librarian or public librarian or academic librarian. It is a role not yet clearly identified at the building level and at the district level in the school, or at the branch or main library level in the public library, or in the academic library. It is a role which will become clearer as more technical assistants are trained and employed.

The Report of the National Advisory Commission on Libraries presented to the 90th Congress stated the following as one of its major observations:

> ... It is apparent that public, school and academic libraries will all be obligated to change many of their methods of work, their inter-relationships, and some of their roles and objectives in the years ahead.
>
> If these libraries are to be responsive to contemporary and future requirements, the Commission believes that changes will have to take place at a much faster rate than has heretofore been the case. To effect more rapid rates of change and response funds among other things will be required that are not now available.[10]

Lester Asheim, in his position paper, states,

> Much more serious a hurdle is the traditional self-image of the profession (librarianship) which will have to be altered so that change will be welcomed, new roles assimilated, and the pain of transition

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[10]Douglas M. Knight and E. Shipley Nowse, eds., Libraries at Large! Tradition, Innovation, and the National Interest. (New York: R. R. Bowker, 1969), p. 498.

> minimized... The constant improvement of library service overall--and not just the maintenance of library service at its present level--must be the long term objective of the profession.[11]

The emerging field of library technical assistants is leading to a new level of library development and to a new era for librarianship as well as to a bright future for the library technical assistant. Indeed, it is the coming of age of the LTA, the Library Technical Assistant. Are you preparing and encouraging the library technical assistant to be a part of this changed, responsive, vital library?

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[11] Lester Asheim, "Education and Manpower for Librarianship," ALA Bulletin, 62 (October, 1968), 1105-1106.

LTAs - THEMSELVES AND THEIR EMPLOYERS

Presentation by a panel consisting of the following:

MRS. AUDREY KIPE.	Polk Junior College, Winter Haven Florida
BOBBY BEICHER	Polk County Library Processing Center, Winter Haven, Florida
MRS. G. A. ROBB	Welland County Board of Education Niagara Falls, Ontario, Canada
MARION NEIL, Ph.D.	Polk Junior College, Winter Haven Florida
MRS. DeLOIS ALLEN	Polk Junior College, Winter Haven Florida

Introduction

Sister Mary Chrysantha Rudnik, CSSF

From previous discussions and reports, we know that the idea an LTA has about his job is not necessarily the idea that the employer has of what the LTA is doing. In the hope of better mutual understanding we have brought together graduate and practicing LTAs from the United States and Canada, an employer of LTAs, and a coordinator of an LTA program. Members of the panel were asked to comment on the following questions: What do you do as an LTA? Were you trained for what you are actually doing? How do you feel in your position? What is your relation to the professional staff? If you were on a curriculum committee--and Mrs. Robb is on such a committee--what would you suggest for the LTA program from which you came? The employer, Dr. Neil, was asked to evaluate the training and performance of LTAs in relation to what the employer expects them to do. She was also asked to comment on the potential for LTAs.

The people on the panel consist of Mrs. DeLois Allen who is the Coordinator of the LTA Program at Polk Junior College. She has a three member faculty and also teaches in the program, as most coordinators do. She

is president of COLT for 1970 and has been vitally interested in this organization from its very beginning. Dr. Marion Neil, the Chairman of the Division of Learning Resources of Polk Junior College, holds a Ph.D. from New York University. She also teaches in the LTA program at Polk Junior College. Of the eighteen people on her staff, three are LTAs. Mrs. Audrey Kipe has finished the LTA program at Polk Junior College and is employed by Dr. Neil as an educational media LTA. Bobby Belcher is a graduate of the LTA program at Polk Junior College. He is employed at the Polk County Board of Public Instruction in the Central Processing Department for Elementary Schools. Mrs. Joan Robb is a practicing graduate LTA from Canada. She is with the Niagara South Board of Education in a secondary school library. Her LTA training was received at Niagara College and she is living proof that LTA training is not terminal. She is continuing her education for a B.A. with a major in history at McAster College in Canada.

Mrs. DeLois Allen

The development of our LTA program at Polk Junior College is so closely related to the development of the college that I thought I would discuss the two of these together for a few minutes. PJC opened in temporary quarters in 1964 and in December 1967 we moved to our present permanent campus. As the college has grown, so has our LTA program. In 1965, a year after the campus was opened, a committee was formed to study the needs of our area for library technical assistants and to devise a curriculum for that need. In 1966 our first courses were offered. I was at that time employed to implement the LTA program. I was also circulation librarian. We began with two courses and had six students enrolled in our first program. We began to add new courses as new students came in and the need for new courses developed. In 1967 Dr. Neil came to Polk Junior College to develop the media center program. She taught the two media courses. As her administrative duties increased it became necessary for new personnel. In 1969 Mr. Esty joined the media faculty. He now teaches one of the media courses. Dr. Neil continues to teach the other. During the 1970-71 year we plan to add one more

course which will complete our program as we now view it. We also hope to add another faculty member to help teach the library courses.

We have had only thirteen graduates in the two years that we have had graduates--1968 and 1969. We had two other people in addition to these thirteen who had completed all of our courses except the practicum. One of these persons is going on to become a graduate librarian. The other plans to be an elementary teacher and felt that LTA courses would be especially valuable for her. At our graduation in April 1970, we did not have anyone who graduated as an LTA. We had some graduates who had taken LTA courses. We deliberately have not encouraged extensive enrollment in the beginning because we did not have adequate employment possibilities. We decided to go a little slowly in encouraging people to get into the program so that it would not prove a disappointment to students. We also wanted to upgrade our program before extensive promotion. During the year just completed we had thirty-eight students enrolled in the library technology program who are working toward an A.S. degree. We have forty-seven other students who have had one or more of our courses. Twenty-five of these students took two courses as a requirement for their A.S. degree in social service technology. Twenty-two have taken one or more courses as electives for an A.A. degree. Three of our LTAs are employed in our own learning resources center. Dr. Neil will introduce one of our students, Mrs. Kipe, and explain some of the activities that Mrs. Kipe is responsible for. Following Mrs. Kipe, Bobby Belcher, another of our graduates, will explain his activities.

Marion Neil

Like many another young and developing institution, Polk Junior College has growing pains. The part of the growing pains that we are most immediately concerned with has to do with the use of the learning resources building. It is designed so that the bottom floor is composed of four teaching auditoriums. Two of them are in working order. The other two are floored over and used for office space. In the two large group auditoriums we have rear projection equipment. One of the staff members

in our division is a technician and retired army man. This gentleman is a jack of all trades with some background in electronics. He does the technical work for our rear projection floor, repairs all our equipment, helps with the television.

The educational media center including the independent study laboratory and the language laboratory is on the second floor. This also has offices and classrooms. The book library is on the third floor. We have other classrooms and offices there. We are bulging at the seams and looking forward to the day that the other buildings come up so that we can move some of these people out of our building and get busy. There are big plans for our college. We will be one of the multi-campus colleges and anticipate three campuses. Plans for the second campus are being made. All the decisions we make now have implications for the teachers and whatever plans we make now form the framework for what happens next.

We have decided that we would use centralized technical processing on our campus. This will probably take care of all three campuses. Cataloging, then, will be done for all campuses from a central spot. A second consideration is that as we are growing and adding rapidly with good budget support, a good deal of cataloging is going on all the time. To add to this problem, we are changing to the Library of Congress classification system. In view of all these factors, it occurred to us that we could use a technician in the cataloging department to help process nonbook materials. We decided that the technician could also be used for work with the directed studies program which involves the cooperative use of the independent study laboratory. In this area we have textbooks on the upper elementary and secondary levels--many of them obtained from faculty members who reviewed them--and reading machines. The work and the area needed supervision. We looked for a person who was responsible, capable of working independently, who relates warmly and professionally with the faculty. We felt this important because we believe that if there is any place on campus where there should be interrelatedness between faculty and services, it should be within our department.

We reached out to our own LTA program to find the person we needed. As soon as we found the person we wanted--Mrs. Kipe--we had a round table discussion among librarians, catalogers, media coordinator, Mrs. Kipe, and myself. The media center and book library are on separate floors. We determined how we could develop a card catalog that would be in keeping with the present catalog in the main library. We determined what kind of information we needed to share. After two or three days of discussion, we came up with plans we have followed and that we have changed only slightly since.

I can never discount the training that Mrs. Kipe has had both before she came to college and in her courses, but I would be remiss if I did not say that much of the success that Mrs. Kipe has on her job is because of her own personality and her own commitment. She fits in like another finger on the job in working with personnel. On her job she is very much on her own. She has contact with me, with the media coordinator who has experience in the kind of work she is doing, and with the cataloger upstairs. It is easy for her to get to people to get answers to questions but we have tried to build up a broad framework so that she knows in general where she is going. We count on her to do what she's doing and she does it very well. I sometimes think I neglect her because we get so busy, but this sometimes happens when you find a capable person and she is that. Her title in our salary schedule is Learning Resources Processor. She can go one step higher to the technician level which will pay her a little more. She could not go any higher in my estimate of her as a person. Let me ask her to tell you a little about her job.

Mrs. Audrey Kipe

Prior to accepting this position at Polk Junior College, I worked as a library aide in a high school for three years. I had only one day of orientation in this type of work. At the high school I learned by doing and made many mistakes. In the fall of 1966 Polk Junior College offered the library technology program in which I enrolled. My eyes were opened to many things, one of which was the term library tools. Previously

I thought of library tools as date due stamps and items of this nature instead of the Cumulative Book Index or Books in Print. This was just the beginning of a better understanding of my work. The following summer an opportunity to assist at the public library was offered me. This gave me a chance to see how this public library operated and to meet people from all walks of life. As I continued my studies in library technology, particularly after completing the reference and educational media courses, I gained more confidence in myself and in my job. Then came the offer from Polk Junior College about which Dr. Neil has told you. After much thought and consideration, I accepted this position because the need for additional personnel had been evident for some time. I began immediately to catalog--first the directed studies books, then records and tapes. There were very few records and tapes cataloged at that time. It was and still is necessary to confer with Mrs. Fraser, the cataloging librarian many times for help with such things as spacing, subject headings, and limitations of the number of selections. After making decisions with Mrs. Fraser, I made a card and filed it in our information file for further reference. There is plenty typing to be done. In my situation there are cards for all AV materials, labels of all kinds, monthly reports and student memos. The purchase of a mimeograph machine decreased typing and increased the speed with which I am able to complete a set of cards and file them. Before it was necessary to type three sets of cards for all records. Now I do one stencil and give the stencil to a clerk who runs off three sets of cards. When the cards are returned, titles, subject headings, and call numbers are added.

Student assistants are used for various services. Their supervision is part of my responsibility. They learn quickly to operate the charging machine. Students shelve books, type labels for records and tapes. Tapes and records are shelved by accession number. These are shelved and checked periodically by student assistants.

The independent study laboratory, or media library, is a room in which a variety of activities take place. There are directed study kits for

those who need additional help. Faculty members come to assist students in the selection of films and other material. In one section we have a preview area for filmstrips and 16mm films. We also have a wireless listening system. To advertise this system and also to fulfill an assignment in library practicum, I created Media Ed. The head set and program receivers are used with the wireless listening system. A student assistant checks these out to students. If the record requested is out, the tape is used instead. Some students use the wireless system to enjoy good music while studying.

As new materials are received, the division secretary and I work together checking purchase orders with packing slips. After completion of the checking, a processing form is filled out. When there is a need for duplication of tapes and the making of slides, a routing slip is filled out and placed on the material and then given to a technician who takes care of this operation. In the very near future, we will be using cassettes which will be checked out to students along with a cassette player.

As I perform my duties in the educational media library at Polk Junior College, I appreciate more and more the knowledge I have gained through the library technical assistant program. I feel that it is directly responsible for the position which I now hold. Thank you.

Bobby Belcher

My interest in the library profession began when I was a freshman in high school. I served as a student assistant in my high school library for three years. When I graduated from high school I decided to enter the library technology program at Polk Junior College to further my knowledge of the mechanics of the library. The library technology program has enabled me to gain experience in both school and public libraries. It also gave me an insight into the library profession that influenced me to want to work for an advanced library degree in the future. As part of my library practicum, I spent sixteen weeks working in the

field. The first six of these weeks were at the Polk County Processing Center where I learned the technical aspects of book preparation. At the Barteau Public.Library I spent the remaining ten weeks of my practicum. I was under the guidance of a qualified librarian who was interested in the library technology program. My practicum at Barteau Public Library included the tasks of manning the circulation desk, registering borrowers, collecting overdue notices, checking books in and out, preparing books for use, typing pockets and cards, pasting them in books, jacketing books, unpacking books, checking against the packing slip, and assisting the public in using the Reader's Guide to Periodical Literature, the card catalog, and serving the public in any other way that was needed. When I graduated from the library technology program, I applied to the Polk County Board of Education for a job as a library technical assistant. Because I had planned after a year to go on to library school, I was offered a temporary position. I took the place of the county special processing librarian who was going on a maternity leave for one year. The county supervisor of library service is the actual supervisor of the Center. I was to act as the liaison between the Center and the county supervisor of library service.

The Special Processing Center was begun in 1964 to provide adequate elementary library service for the Polk County schools because at that time there were very few qualified elementary school librarians in Polk County. The Processing Center serves some ninety schools in Polk County with sixty of those schools having books and materials completely processed through the Center. All Title II materials, however, of all schools must be processed through the Center.

My duties at the Center include receiving books and checking against packing and order slips, making work slips for book and media materials, adding classification numbers and subject headings from authority catalogs or from direction of the County library supervisor. Both media and book materials are classified according to the Dewey Decimal Classification System.

When books arrive at the Center, they are checked against the packing slips and are checked to see that they are in perfect condition. School ownership is stamped in them and they are placed on the shelves for processing. Books are then cataloged using the authority catalogs or by the County library supervisor. After a book has been cataloged, the stencil is typed. Cards are mimeographed and collated into sets to be filed in the Center's authority card file. Once a book is cataloged, sets of cards are kept in this file to be used when other copies are ordered. After sets of cards have been prepared, pockets and book cards are typed also. Pockets and date due slips are pasted in the book after which the books are lettered. After books have been completely processed, they are packed and sent to the designated schools.

The librarian at the Processing Center also serves as the librarian at West Barteau Elementary School because the Center is located in the library of that school. My duties there are to pack orders for West Barteau Elementary School, to check in materials such as newspapers, magazines, the publishers catalogs, make a file of vertical file materials, have library classes in the library with a certified teacher supervising the class, also assist the students in choosing books, conducting a story hour, checking books in and out, shelving books and reading shelves.

I have enjoyed my year of working as a library technical assistant. I have gained a lot of experience. After my completion of military service, I hope to come home to get my master's degree in library science.

Mrs. Joan Robb

The first question had to do with the relationship with the professional librarian I work with. I started work for her the day I got back from Baltimore in 1969 and when I walked in, she said to me, "Where have you been? I expected you last week." She informed me that the library was open 8:30 to 4:00. There was to be an hour off for lunch and coffee breaks. But, she said that we start at eight, take ten minutes for lunch,

have no coffee breaks and we leave at five. That's about where it's been since. So I have no problems as far as relationship with my professional librarian is concerned because she is so glad that I'm there. I'm in a secondary school library. We have 1600 students. There is one professional librarian, one technician, and a clerk typist for half a day. Soon after I began work, Mrs. Cameron worked on the job description with me because the Board of Education, interested in putting technicians in every library in Niagara South, are keeping close watch. They ask that every three months a report be sent to them on what the technicians are doing.

I am responsible for all matters of circulation--the tallying of daily circulation, the working out of the monthly statistics and circulation reports, the sending of notices for overdues, fines, and all reserve books. Up until a month ago, I also had to do all the typing of cards and correspondence because we lacked a clerk. We now have one as a result of our report to the Board. Filing for the shelf list and the catalog is my responsibility as technician. We have a student library club with twenty members. The senior students do some of the filing and I check it each morning when I come in. We started sending out a monthly acquisitions list to inform the 72 teachers in our secondary school of what is new in materials. I handle this with the help of the clerk. We are responsible for our own budget. Secondary schools in Canada don't have a processing center. We order our own books, handle our own budget. We have to keep very tight control of the money we spend because the minute we're over, the Board lets us know. I help the librarian keep track of the budget. I check the librarian's order cards against the card catalog. I was also checking in the orders until about a month ago. This is now being handled by our clerk typist. Because it is almost impossible for the librarian to assist all of the 1600 students and because we do have a very adequate library, I help students with their research. I also supervise library club members at work. Students in Grade 9 come in each week for library instruction. There are assignments for them to do and I help with this too. We have started student reading clubs. The librarian takes the senior reading club

which is for the Grades 11, 12, and 13. I have the junior reading club for Grades 9 and 10. I'm also in charge of periodicals, expiration dates, and the constant reissuing of requisitions for these periodicals. At first there was such a backlog of work that it was necessary for me to do some cataloging and classifying. I asked Mrs. Cameron to describe this so that you would have some idea of what I did. She wrote, "Because of the phenomenal amount of work backlogged, it was necessary that, on occasion some of this work be done by our technician. This work was always carefully checked by our librarian before being processed and it was always found to be well done." We have also started a vertical file and we have had five newspapers to be stamped and clipped. These are about all the things we do.

The last question we members of the panel were asked to adress ourselves to: What can be done to improve the program and how I would feel if I were on a curriculum board. Niagara College has appointed me to the advisory board and at some of the meetings we have discussed this. We did not get enough catalog filing. I have to work at this all the time. Cataloging is another area that perhaps we could work on. But supervision is very important. When I was hired by the Board, I was asked how I felt about discipline and whether I would be able to discipline the students. We had had no experience in this area and yet school authorities find that we work better with the library club because we don't mind their hesitancy. We're not too far removed from filing and this sort of thing and we can explain it to them. We do have to explain to students over and over again because it takes them a little longer to catch on. Something could be done to help any technician going into an elementary or secondary school to work with the library club. More field work is needed. Most of us took all our training in LC and some Dewey and then most of us went to work in libraries that use Dewey. In field work we could work in all kinds of libraries before we go out on a job. This is the work that technicians are doing in secondary schools in Canada. Thank you.

C E R T I F I C A T I O N

Ronald W. Scull

Introduction
Noel R. Grego

The final day of the conference is usually a day to tie up loose ends and to fit together the final or the last pieces of a puzzle and today is certainly no exception. Our keynote speaker, Mrs. Elnora Portteus indicated that there was a definite relationship between the program and the potential and during the past two days we have evidenced that the programs such as those at Cuyahoga Community College in Cleveland and at Polk Junior College in Winter Haven, Florida are producing a core of supportive staff capable of a very high level of job performance. We have witnessed creative and innovative uses of LTAs both in the presentation by Mrs. Elnora Portteus and in the presentation by the LTAs themselves. And by that we might conclude that LTAs are alive and well.

But to many of us there seems to be one final step, one final piece to be added to the puzzle and that is of certification--certification of LTAs to insure the level of entry into the library field. So that just as there is a relationship between the program and the potential, there is a relationship between certification and compensation. We are fortunate today to have with us, our speaker, Mr. Ron Scull. He was asked to serve as our speaker just about two days ago when the scheduled speaker could not appear. We are very grateful to have him address us today on the problems of certification. He is consultant for teacher certification with the Department of Education for the State of Florida. He has an M.Ed. in School Administration and his work experience has been in the field of vocational education both teaching and administrative.

I feel very much like a six and a half foot gangling boy that applied for a job as lifeguard at Fort Lauderdale's beach. They asked him if he could swim and he said, "Heck no, can't swim at all!" and he started shaking his head. "But I can wade like the devil." I can't really swim with this subject of certification of the LTAs in that I've been on the

job for approximately a month in teacher certification but I'm going to wade right in. I'd like to talk to you a little bit about some of the things that I noticed in preparing for this talk today. I tried to find some articles pertaining to library technical assistants and I talked to several people that are familiar with this training program. One of the articles I found was in Library Journal, June 1, 1967, "Library Technicians as Instant Librarians" by Samuel Sass. He's a librarian, I think, for some research center for General Electric. This thing really bothered me. I also talked to several other people in the state department that might be familiar with this program and asked what they felt about the program. They said that this was more of a technical type program and since I had been involved in vocational education I probably could understand the fight that you people have been having in selling your program of library technology. I have tried to find some reports in the U.S. Office of Education that would back up statistically the need for library technologists. One point Dr. Sass made in closing is this: "There is real danger in the library technicians' plan in that it acts as a temptation to local budget officers to buy the cheapest product. He was also insinuating this type of thing when he said finally that we must seek elsewhere than the two-year library technician courses for the answer to subprofessional training problems because what may today appear to be a simple ready-made solution, promises in the future to create more problems than it solves. I felt that an article like this one would do much to challenge me if I were a library technician or instructor of such a program to reach for a program of excellence. His article was written in 1967 and I don't know how much progress has been made since then in selling your program. I did call Dr. Louis Shores, who has an interest in library technical assistant programs. He indicated that many librarians are still fighting the library technician's movement.

All this does have something to do with certification. I thought it would be a good idea to begin by reviewing some of the roadblocks faced in becoming accepted and eventually certified as library technical assistants. My background in vocational education has allowed me to experience this battle of being accepted in the academic world. The GS 1411 series offers this definition for library technical assistant: "Positions involving

non-professional or technical work in techniques of professional librarianship."

The manpower shortage facing a library at this time and in the foreseeable future presents a critical problem. My friend called just two days ago indicating that he cannot locate a librarian for his area vocational technical center. He said that it looked like they were going to have to try some kind of a local supplement to pull this person in. It's hard to attract good librarians to small towns and to places isolated from large cities and the assets that cities have. Shortage of trained people could have disastrous effects on the level of library services. If reasonable steps are not taken to forestall the use of untrained persons or situations where many positions simply remained unfilled we are going to have some real problems all over the country. Dr. Sass explained that in many cases people with no training were going into libraries and filling positions, simply because they could be got at a budget price.

But I feel, viewing this in regard to certification and from having experience in vocational education, that training at several levels will be required to perform the many tasks of the modern library. It can vary from highly trained researcher to the lowest level worker or clerk. Since we face the present and the immediate future with an inadequate number of critically needed professionals, it seems that library technical assistant level of task assignments would be one way to relieve all professionals of the lower level tasks too often assigned to them. I can see no gripe from these people as to why we shouldn't have these people working right along side the professional. If experimentation with the library technical assistant is feared, this is probably a sign that the organized profession is not strong enough to prevent the disuse of such people. Something is wrong with the governance of the profession if this is true.

The matter of certification and where it stands in the total preparation of someone is really the question you want to address yourself to. The

interest of this person should also be included in his evaluation. What certification should do, as I see it, is to determine what is the person's ability to perform rather than to state prescribed behaviors he should have. What you really want to know is, does this person have an understanding of the situation and the ability to diagnose the problem; does he have in his kit the right kinds of techniques to view, evaluate, feedback and then alter his behavior accordingly?

The concept of certification--what it is intended to imply--has, to different people, different meanings. To some it is merely a hunting license, a credit card type of thing that establishes a certain base, possibly a credibility base. Whether it opens a door to a position is another thing. To other people, particularly the lay public, certification is assumed to mean quality and/or competence.

The Florida Department of Education in the past has concerned itself only with the certification of instructional personnel that would be employed in the public school system. The reasons are, according to Mr. Christian who wrote them, ensure professionally prepared and capable teachers, provide for the upgrading of teachers in service, protect effective teachers from the competition of the undertrained and the unskilled, safeguard public funds against being wasted on incompetent teaching service. I think we could go further with this and include differentiated staffing. I'm sure all the states are attacking this problem right now. I feel that this is going to provide more demands for library technical assistants and teacher aides, educational aides in general, than any other program that we have seen. I think that this thing is going to have to come. I think it is almost mandated in our state. We are writing behavioral objectives now and I'm sure that other states are writing similar materials; are entering into differntiated staffing of educational personnel. Since most of the library technical assistants are hired in the public school system, this should become very important and should provide a ready market for library technical assistants. This would differentiate in the duties of staff to the extent that we would have assistants doing assistant type work and the professionals doing professional work.

I asked Mr. Staples what word of advice or wisdom he would bestow upon you this morning. He felt you could obtain certification in Florida of library technical assistants, but why do you want it? Is this a credit card or is this some standard? What is the reason that library technical assistants should be certified? I asked Dr. Shores this question and he said that he felt that library technical assistants should be certified to provide a standard means of qualifying people for this type of position. Mrs. Grego said this morning that she felt this could standardize the acceptance of persons in this field across the nation. As we talk about this, I begin to see people on one hand trained in an area to do a valuable job or offer a valuable service. And on the other hand we are saying, "What can we say to the users of these programs that will insure that they are getting quality professional help? Dr. Sass indicated that one such librarian was unfamiliar completely with the Library of Congress method of documentation. You wouldn't be here to try to improve or try to discuss problems if you did not believe in the worth of the programs.

Possibly the way to get this thing going on a national basis for certification would be through your COLT organization. Many organizations such as ASHA (American Speech and Hearing Association) has developed a test that we in the state of Florida use as a criteria for evaluating speech therapists. It might be possible that in your own organization you could do similar work as has been done in the medical laboratory technician field where you have laboratory technicians certified by the organization. These organizations have set up a certification process based on performance. I'm not sure whether you have committees for this type of thing. These are just some suggestions that I am offering. If, in Florida, we came to certifying library technical assistants, we would need to establish a program for which we could evaluate these people and find out what job they are supposed to do and find out what characteristics make up a slate or listing or set of requirements that will allow us to agree that if they can meet all the requirements, we will certify them under an instructional teacher's certificate type program to work in public schools. We will certify that they can do these

certain operations. Right now we have provided for in Florida, in the accreditation standards, areas for library technical assistants. They are provided for in nearly the same number that we have librarians for each school. The accreditation standards and the accreditation of schools includes the use of this type of people. They do count.

In Florida we have an educational improvement expense--money that goes into providing anything involved with the improvement of instruction for youngsters. And there's plenty money that can be utilized in buying LTAs for use in public schools. All this is without certification. We can look at this certification picture through vocational education where we have people coming in from industry with six years work experience, no college. They can take twenty hours of college work in methods and manners (John Staples calls it M & M) after which we allow them to get into the classrooms teaching students to do the things they have learned through experience. But these people do have at least six years experience. Now the LTAs coming in from a two-year program should have the knowledge to allow them to go right to work. A good co-op program would possibly help to improve the experience area of these LTAs.

It is possible to hamstring yourself with certification. In Florida, if you are certified for a certain area, you cannot go to another area. Certification in Florida is somewhat like a union card. I really wonder sometimes if we do want this certification since it has many requirements that are stringent, at least in Florida, where they become part of state law. They must be administered as they are written without bending or waivering from these regulations. We might think this is what we need, but such regulations do not ordinarily provide for one certain type of person. This person is one who, through interest or some other reason, meets requirements, can do a better job, and still cannot be certified because of the lack of some minor point of the regulations. In this way we can really hamstring ourselves with certification.

The organization in promoting certification might try to base this on performance. I would like to see all states adopt a competency-related

or performance-related certification where we find out what students need, what people need, and, on these needs, base the competency of our teachers to fill certification purposes. The only way you could get national standardized criteria for certification of these LTAs is through your organization. I feel this would be your best measure. However, to secure certification of LTAs in Florida, I would suggest the following procedure. Write to the director of the Teacher Education Advisory Council through the State Department of Education. Request that these people, trained as LTAs be certified for working in public schools. The Teacher Education Advisory Council, upon this request, would set up a study for this. They would come down and visit with people, visit the programs, study the syllabi, work with people, evaluate persons that had been placed on the job. Then they would come back, write up a recommendation, present this recommendation for approval to the person that requested the certification. Upon approval of the recommendation, they would go back to the Commissioner of Education with the recommendation that certification be set up for these people. The more you help in setting up the standards that you would like to see your LTAs certified by, the more you would be pleased with the certification.

I think that certification would help. It would help standardize. It would help lock out unqualified people. It would help lock out people with no experience other than part-time jobs for the last half of their senior year in the library. We would hope that school systems would use such certification.

In answer to Dr. Sass, I would like to quote from John Gardner's book Excellence:

> You must learn to honor excellence; indeed to demand it. In every socially accepted human activity, however humble the activity, and to scorn shoddiness, however exalted the activity. An excellent plumber is infinitely more admirable than any incompetent philosopher. The society which scorns excellence in plumbing because plumbing is a humble activity, and tolerates shoddiness in philosophy because it is an exalted activity, will have neither good plumbing nor good philosophy. Neither its pipes nor its theories will hold water.

J O B D E S C R I P T I O N

Ruth Hyatt

Ruth Hyatt, a member of the Committee on Job Descriptions chaired by O. Herbert McKenny, presented this preliminary report resulting from the Regional Conference held in Bethlehem, Pennsylvania. The third member of the committee was Madeline Trimby.

I am rather proud of our state. I am the librarian at the Village Library in Farmington, Connecticut and I am Chairman of the Connecticut Library Association Committee on Training the Non-Professional. We have made some progress in the area of training the LTA and actually it is in that capacity that I have been sent to this conference. A summary report of the discussions that were carried on at the conference at Bethlehem, Pennsylvania in January, 1970, and the result of the proposal at the end of that report you can read in the published proceedings.[1] I would like to point out the five points of agreement which Herbert McKenny listed and give you a bit of a background for the report itself.

The groups agreed on the following points:

the name: Library Technical Assistant

the relationship of the LTA to the professional librarian

the areas of responsibility

the duties of the LTA

the education of the LTA.

There were differences of opinion, of course, and these come out in the discussions.

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[1]Council on Library Technology, Eastern Region, Job Description and Salaries for Library Technicians; a Summary of Proceedings of the First Regional Workshop, Bethlehem, Pa., Dorothy T. Johnson, ed., 1970. Available from COLT; also through Educational Resources Information Center (ERIC), Document number ED 048 900, cited in Research in Education, 6 (July, 1971), 54.

With these areas of agreement in mind, the committee attempted to create a job description which would be representative of the thinking of the three groups that met at the conference. It should be borne in mind that the statement would have to be rather broad and general or flexible enough to be applied to personnel working in all kinds of libraries--school, public, special, industrial, government.

The Library Technical Assistant (LTA) is a graduate of a two-year college program with an Associate degree in Library Technology. This formal training prepared the LTA to work under the guidance of the professional librarian. As a supportive member of the library staff, the LTA must have an understanding of the philosophy underlying library service and a practical knowledge of the library tools, methods and procedures which contribute to the success of library service. The LTA may be responsible for the supervision of other members of the library supportive staff and other specified groups. It is important that an LTA have the capacity and desire to work comfortably with the people who constitute the community served and with other members of the staff.

Examples of Work Assignments

Technical Services

Ordering and preparing and maintaining library materials

Organizing and maintaining library files and records

Performing elementary descriptive cataloging and classification

Reader Services

Performing responsible activities in connection with the loan of library materials

Providing bibliographic assistance to library patrons and staff

Providing basic information and guidance in the use of library resources

Audiovisual Services

Participating in the selection, operation, and maintenance of office and library equipment

Creating displays, exhibits and other instructional materials

The variety of activities performed by an LTA will vary according to type, size, and personnel requirements of the various employing libraries. Then we come to the sticky business of salary. All participants felt it was impossible, or certainly not practical, to set specific figures. For this reason, the group decided on this statement: The salary scale for Library Technical Assistant may begin below the maximum for the clerical level, but should not exceed two steps above the minimum professional level. Consideration must be given for prior training and experience. In addition, the same fringe benefits provided to other personnel should be extended to the LTA position in an established classification plan.

Originally this statement was to have been presented here at the Palm Beach Conference for acceptance as official COLT policy. It is recommended, however, that the statement be given wider circulation inviting comments from members before it be submitted for approval by COLT.

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